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ABSTRACT

This book points to the need to attend to ever-present inequalities of education in the light of new political correctness, technology, and curricula. Following the introduction, chapter 1 offers a review of neoconservative, liberal humanist, and radical theories of education. Chapter 2 suggests that one way to rethink and restructure the nature of teacher work is to view teachers as intellectuals, focusing on the role of educators as transformative intellectuals. Neoconservative and critical theories' views on the literacy crisis are described in the third chapter. Chapter 4 examines the concepts of reproduction and resistance in radical theories of schooling, and chapter 5 discusses radical pedagogy and the legacy of Marxist discourse. The sixth chapter analyzes how the language of critique has emerged within the last 15 years around a radical educational discourse. Chapters 7 through 9 examine the political correctness movement, the computer's discursive position in the larger framework of social production and distribution of knowledge, and the politics of the multicultural debate. Chapter 10 analyzes issues in the debate on the crisis in education and the role that federal policy should play in resolving it. Problems with the new public policy, with its celebrations of economic and technocratic reason, are discussed. The final chapter discusses the dual crisis faced by education as it moves into the 21st century: (1) the rise of the new right and its economic and ideological attacks on the schools; and (2) the failure of radical educators to match neoconservative politics with a corresponding set of visions and structures. (Contains 113 references.) (LMI)

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